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ABSTRACT

This manual, designed for secondary school counselors, is based on the concept that professional improvement can be accomplished mainly by self-evaluation in conjunction with support from one's own colleagues. Some of the purposes of the manual are to: (1) produce a tool by which the new counselor can conduct his own self-evaluation; (2) provide a vehicle for the experienced counselor to use as a self-review; (3) provide guidelines for the development and improvement of a guidance department; and (4) aid in periodic self-evaluation, self-learning, and self-improvement. The manual includes samples of self-administered evaluations and an extensive bibliography which counselors may use to aid in their self-evaluation. (Author/EK)

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PROFESSIONAL AUDIT

FOR

SECONDARY SCHOOL COUNSELORS

A SELF-APPRAISAL MANUAL DEVELOPED FOR PERSONAL OR OFFICE USE AND AS A POSSIBLE WORKSHOP AID

FOR

ASCA-NACAC

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FOREWORD

In the early spring of 1973, representatives of the National Association of College Admissions Counselors (NACAC) and the American School Counselor Association (ASCA) agreed to co-sponsor the writing of a Professional Audit for Secondary School Counselors to complement the very successful College Admissions Counselors Professional Audit produced in the summer of 1972. A national writing team was identified with two representatives appointed by each of the two organizations: Corinna diStefano and Carl Peets were chosen by ASCA and Henry Payne and Bonny Wallace by NACAC. The charge by the NACAC Professional Education/Subject Matter Articulation Committee was:

> "THAT a committee of secondary school counselors be appointed to write a manual for the training of secondary school counselors, and
> THAT the manual should follow the format of the Professional Audit formulated for the training of admissions officers. Also, THAT the committee should consist of no more than a chairman and four other members.
> THAT ASCA be informed of the developments of the committee in regard to writing a Professional Audit for Secondary School Counselors, and
> THAT ASCA's full participation be invited."

The resulting form was measured and evaluated against the procedures of the NACAC Secondary School Counselors workshop led by James Alexander, Director of Counseling, Highland Park High School (Illinois) at Rockford College preceding the NACAC annual conference of October, 1973.

The writing team in producing this manual, the Professional Audit for Secondary School Counselors, felt strongly committed to the already established idea of the College Admission Audit, i.e., professional improvement should and can be accomplished primarily by self-evaluation with additional support by one's own institutional colleagues, by one's professional colleagues from other institutions and by professional workshops whose curricula might be based upon such an audit.

Repetition. A further point is the committee's recognition and knowledge of repetition of questions from chapter to chapter within the manual. Yet the feeling is that many counselors may choose to use only individual chapters particularly pertinent to their concerns and that therefore all questions having to do with that chapter be included therein.

To keep the Professional Audit pertinent it is essential that those using it assist in keeping it up-dated. Reactions to and suggestions for changing the audit should be directed to the Executive Director, APGA, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009 or the Executive Director, National Association of College Admissions Counselors, 9933 Lawler Avenue, Suite 500, Skokie, Illinois 60076.

The Professional Audit has been designed to:

1. Provide an instrument for the neophyte counselor to conduct his own self-evaluation.

2. Provide the means for the experienced counselor to review himself periodically with a do-it-yourself appraisal.

3. Provide guidelines for the development and continuing improvement of a guidance department.

4. Aid in periodic self-examination, self-learning, self-improvement.

It is important to note that:

1. The manual lists all possible things which counselors might do.

2. The listing of all items in any one area does not necessarily mean the writing team endorses the necessity of all in any one office or person.

3. The questions may not necessarily all be pertinent for all individuals or situations.

4. The writing team firmly believes that participation in self-appraisal and workshop experiences with the audit can greatly enhance the professional development of counselors.

Anna H. Bowditch
Chairman
ASCA-NACAC Writing Team

November, 1973

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CHAPTER I

INTRODUCTION

The basis of any evaluation used in an accreditation or examination visit is a series of questions asked by the consultant explicitly or implicitly. This process can be referred to as an "audit"--that process by which policies, procedures, practices, and personnel are examined and checked authoritatively. The examination or "audit" report, made possible by the answers given to carefully prepared questions, has many uses--both internally in the guidance office and externally. For example....a clear and accurate description of students' individual needs and abilities can benefit faculty and administration and all who come in contact with them as well as institutional objectives. It also aids the guidance staff or counselor to determine the extent to which institutional and department objectives are being met in answering the student's needs.

Guidance offices are rarely examined by nor do they often have access to outside consultants, yet they are regularly evaluated when their institutions come up for regional and state accreditation. Most individuals entering the counseling profession have undergone educational preparation for their responsibilities. The Professional Audit for Counselors has been prepared for the purpose of being a less formal instrument for regular office or self-evaluation. Thus when the accreditation or evaluation visit time comes a continual record of preparation and updating is available. The audit also can serve as an aid for workshop sessions and self-appraisal. The outcome of participating in pre-service and in-service professional experiences, undergoing a self-evaluation, and the resulting self-learning follow-through is to have well-prepared alert professional guidance personnel in every school and institution.

Use of Questions and Basic Principles in Self-Evaluation

What follows in this manual is a series of questions encompassing the basic responsibilities of a guidance office. The Professional Audit manual will enable every counselor to become his own consultant; and, therefore, conduct a self-evaluation based upon questions that would be asked by experienced guidance personnel should they be enlisted as consultants or part of an evaluation team. Use of the Professional Audit manual in workshop discussions will permit the counselor to conduct a self-evaluation in a larger perspective than if done in isolation.

Accompanying each category are basic principles which provide those using the Professional Audit an opportunity to appraise the counseling process covered by questions as they apply to himself and his institution.

The Professional Audit is a self-appraisal and by no means a test. For this reason, the basic principles do not supply definitive answers to the questions. Instead, they provide a "reason why" for the questions and a direction for further study, when needed. More often than not, a full explanation of the question would require textbook treatment.

The questions are framed in logical sequence so that even an inexperienced counselor can ascertain as objectively as possible information concerning the extent and characteristics of his institution's counseling policies, procedures, and practices, the degree to which they are being implemented,

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and his own knowledge. The audit of one's knowledge of counseling and related areas is important in determining how well equipped he is to meet the demands of his profession in dealing with his students. While there is not always a clear-cut answer to many of the questions, an honest "yes" answer would usually indicate that the respondent is enlightened to some degree about the subject being discussed. If the answer is "no", the respondent in most instances would do well to give some thought to the subject, seek group discussion, and engage in outside readings and self-study. If the answer is "needs change" the institution, guidance personnel and individual counselor might review the matter and take the proper steps to correct the situation. In a sense, this Professional Audit should be used annually by each counselor regardless of his experience. It represents an audit that can be completed with minimal expense but with great personal and professional benefit. (Thus, the "Professional Audit" can go way beyond a singular workshop offering.)

Objectives of the Audit

The specific objectives of this Professional Audit are to highlight strengths and weaknesses in counseling policies and practices, the execution of policies and practices, the knowledge and understanding of counseling and related areas of guidance. While it may be argued that strengths and weaknesses will show themselves eventually through practice it is clearly safeguarding the student to rectify weaknesses before they affect him.

The Professional Audit is designed to help the experienced and inexperienced counselors eliminate weaknesses and capitalize on strengths to the benefit of his students.

To a great extent, what is being tested in this audit is the counselor's imagination, aggressiveness, honesty, insight, and the ability to follow through once pertinent information is known. The questions deal with the general areas of counseling since the particular characteristics of every type of institution cannot be known. An attempt has been made to frame them to apply to all schools and institutions counseling students. Fortunately, there are broad policies, principles, procedures, practices, and professional knowledge which apply to practically all guidance offices and counselors which can be shared and transmitted. Also, much of the effectiveness of a guidance office and its counselors can be revealed by answering soundly framed questions even though general in nature. The Professional Audit is based on the following general assumptions:

1. There are broad professional principles of good practice, management, and conduct that should and can be followed by most guidance departments and counselors.

2. When too many of these principles are not being followed, students served by the guidance department and counselor are adversely affected.

3. It is possible to identify areas in a guidance office which are not functioning adequately and which, if unchanged, will impair the students and institutions in many ways. Likewise, it is possible to identify areas in which the counselor is not functioning adequately and which, if unchanged, will ultimately affect the guidance office and all those who have contact with it.

4. It is frequently possible to identify these areas sufficiently in advance for such information to be useful to the counselor.

5. The Professional Audit can be of use in indicating these areas, particularly where it is used regularly and honestly.

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CHAPTER II

PHILOSOPHY AND OBJECTIVES

Philosophy

	Yes	No	Needs Change
1. Does the school philosophy clearly define and state the role of the school in society?	___	___	___
2. Is the statement of philosophy specific in the school's responsibility to the student?	___	___	___
to the community?	___	___	___
to society?	___	___	___
3. Do all groups immediately affected by the philosophy have a part in its development, review and revision?	___	___	___
4. Is the statement of philosophy reviewed and revised regularly?	___	___	___
5. Does the statement of philosophy provide a framework by which each individual may have the opportunity to achieve his greatest potential?	___	___	___
6. Is the philosophy of the guidance program consistent with that of the school?	___	___	___
7. Do those served by the school have a good understanding of the school's philosophy?	___	___	___

BASIC PRINCIPLES:

1. Every secondary school should have a statement of philosophy which defines the reason for its existence. It is a declaration of the staff's responsibility to those whom it serves.

2. To be functional, all members of the staff should participate in its formulation, review and revision.

3. If needs of students and expectations of parents are to be met, their involvement is also essential.

4. Of equal importance is a statement of philosophy of the guidance program which is in harmony with that of the school.

SUMMARY EVALUATION OF MY SITUATION:

SUGGESTIONS FOR IMPROVING MY SITUATION:

Objectives

	Yes	No	Needs Change
1. Are the school's objectives in harmony with its philosophy?	___	___	___
2. Does the entire staff participate in formulation and review of the objectives?	___	___	___
3. Do the objectives recognize and make provision for individual differences of students?	___	___	___
4. Do the guidance program objectives agree with those of the school?	___	___	___
5. Are the objectives attainable?	___	___	___
6. Does the staff implement programs to reach the objectives?	___	___	___
7. Are the objectives of the school and the guidance program reviewed and systematically updated?	___	___	___

BASIC PRINCIPLES:

1. The objectives and programs should reflect the philosophy of the secondary school.
2. There should be precise guidelines in writing for the attainment of the school's future goals.
3. The objectives should be realistic and specific in their aim to meet student needs.
4. It is essential that the guidance program objectives be clearly defined and are in accord with those of the school.

SUMMARY EVALUATION OF MY SITUATION:

SUGGESTIONS FOR IMPROVING MY SITUATION:

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CHAPTER III

BASIC ETHICS FOR A COUNSELING PROGRAM

	Yes	No	Needs Change
1. Are you completely familiar with the various ethical standards as set forth by such associations as National Education Association, American Personnel and Guidance Association, American School Counselors Association, National Association of College Admissions Counselors?	___	___	___
2. Have you examined your motivation for becoming a counselor?	___	___	___
3. Do you know your own counseling limitations?	___	___	___
4. Are you personally and academically competent to perform your present role?	___	___	___
5. Do you consider the integrity and welfare of the counselee of utmost importance?	___	___	___
6. Are you aware of your prejudices?	___	___	___
Do these interfere with your counseling?	___	___	___
Are you attempting to eliminate your own prejudices?	___	___	___
7. Is information about the counselee kept confidential and handled professionally?	___	___	___
8. Does the counselee have full understanding of the counselor/counselee/parent/staff relationship?	___	___	___
9. Do you permit personal concerns to interfere with the counseling relationship?	___	___	___
10. Do you agree with the general policies and principles of your institution?	___	___	___
If not, are you working towards policy changes?	___	___	___
11. Are your professional activities in accord with the philosophy and objectives of your school?	___	___	___
12. Are you able to work effectively with other members of your staff?	___	___	___
with the community?	___	___	___
13. Does your working relationship with others reflect institutional policy?	___	___	___

	Yes	No	Needs Change
14. Can you work with students and adults regardless of their socio-economic level, race, religious background, or political affiliation, handling each one as an unique individual?	—	—	—
15. Are you fully aware of community resources and specialists especially for referral purposes?	—	—	—
16. Do you agree with the professional code of ethics for counselors? If you disagree, are you working constructively toward changing it?	—	—	—
17. Do you endeavor to work within the frame-work of your own limitations?	—	—	—
18. Do you place the profession above self-enhancement?	—	—	—
19. Do you expect ethical behavior from your associates?	—	—	—
20. When you see unprofessional practices within the profession, do you take action through appropriate channels to eliminate these practices?	—	—	—
21. Though you may show your own attitudes and values, do you keep from imposing these on the counselee?	—	—	—
22. Do you protect the educational program against any infringement upon the best interest of the student?	—	—	—
23. Do you recommend any changes to the administration which would improve educational needs for the students?	—	—	—
24. Do you refuse to accept remuneration beyond contractual salary for counseling any pupil within the school district?	—	—	—
25. Do you refuse to promote or direct counselees into counseling or educational programs which would result in remuneration to you?	—	—	—
26. Do you have a policy which would delineate responsibilities in case of a confrontation -- one which would be supported by teachers and the administration?	—	—	—

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BASIC PRINCIPLES:

1. The secondary school counselor has responsibilities to himself, the counselee, the school, the community and the profession.

2. It is imperative that a counselor understands himself and possesses the knowledge and skills to be effective.

3. The counselor should believe in the worth of every individual and in his own capacity to help that individual reveal his worth.

4. The counselor has an obligation to the school and to the community to support their programs. Service to others and responsibility to the profession should be the motivating factors.

SUMMARY EVALUATION OF MY SITUATION:

SUGGESTIONS FOR IMPROVING MY SITUATION:

CHAPTER IV

CHARACTERISTICS, POLICIES AND OBJECTIVES OF THE GUIDANCE PROGRAM

ORGANIZATION	YES	NO	NEEDS CHANGE
Departmental:			
1. Is guidance given departmental status with representation on various school committees?	___	___	___
2. Is the line and staff relationship clear?	___	___	___
3. Is there a Guidance Advisory Council composed of counselors, staff, parents and students to maintain liaison with these groups?	___	___	___
4. Do counselors interview applicants for counseling positions?	___	___	___
5. Is the guidance department organized so as to foster and maintain effective communication and operational knowledge of other pupil personnel services in the school system regarding referrals, etc?	___	___	___

BASIC PRINCIPLES:

It is essential that the guidance program be organized in such a way that the administration makes clear to staff, parents and students the importance of the program and its place in the total educational program.

SUMMARY EVALUATION OF MY SITUATION:

SUGGESTIONS FOR IMPROVING MY SITUATION:

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PHILOSOPHY

	Yes	No	Needs Change
1. Do counselors participate in the formulation of policies in school guidance department?	___	___	___
2. Is the philosophy of the guidance staff compatible with that of the administration?	___	___	___
3. Is there a periodic evaluation to determine whether the philosophy is still pertinent -- the program is doing what it says it is striving to do?	___	___	___
4. Is the goal of the department to help students make choices on their own and become increasingly less dependent on others?	___	___	___
5. Does the department have a philosophy of testing which serves the needs of all young people?	___	___	___
6. Is counseling an essential element of the guidance program?	___	___	___
7. Are counselors free from duties of a supervisory and/or disciplinary nature which might interfere with the proper relations with students?	___	___	___

BASIC PRINCIPLES:

1. The philosophy of the guidance department should be formulated by all involved -- counselors, staff, parents and students.

2. The philosophy should be aimed more at constant surveillance of the educational system to determine what needs to be changed rather than concern for the status quo.

SUMMARY EVALUATION OF MY SITUATION:

SUGGESTIONS FOR IMPROVING MY SITUATION:

POLICIES OF GUIDANCE DEPARTMENT

	Yes	No	Needs Change
1. Are the policies of the guidance department clearly defined and stated in writing?	___	___	___
2. Is there a drug policy formulated by the Board of Education in consultation with the guidance department?	___	___	___
3. Is there a policy as to what information will be given to whom -- a policy covering confidentiality of student information?	___	___	___
4. Is the policy clearly defined and spelled out to faculty as to which members of the staff handle different kind of problems?	___	___	___
5. Are the faculty informed as to what happens to information on students given to the counselor?	___	___	___
6. Is the student fully informed as to what happens to information given by him to the counselor? (See Chapter VIII)	___	___	___
7. Does your school have a policy regarding college and career recommendations?	___	___	___
8. Is there a clear-cut policy with regard to the role of the counselor in disclipinary matters?	___	___	___

BASIC PRINCIPLES:

1. It is important that certain areas be covered by policies formulated within the school for the guidance and protection of all.

SUMMARY EVALUATION OF MY SITUATION:

SUGGESTIONS FOR IMPROVING MY SITUATION:

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ADMINISTRATION

	Yes	No	Needs Change
1. Do the administrators explain to the staff the functions of the counselors?	___	___	___
2. Do counselors meet regularly with administrators?	___	___	___
3. Is there a director as liason to the administrators?	___	___	___
4. Is counseling spelled out in publications for staff, parents and students?	___	___	___
5. Are guidance services planned to be an integral part of the educational program?	___	___	___
6. Are guidance services considered a cooperative effort of administration, guidance, and instructional staff members?	___	___	___
7. Do counselors coordinate their efforts with other pupil personnel services in behalf of the students?	___	___	___
8. Does the administrator, through his liaison to the community, obtain support for services?	___	___	___
9. Does a representative of the guidance department perform an active role in the formation of the budget for the school system?	___	___	___

BASIC PRINCIPLES:

1. It is the responsibility of the administration to create the atmosphere of the school in such a way that the guidance program can work most effectively.

2. The administrators should orient all concerned as to the process of the guidance program and then provide adequate staff, facilities, secretarial help to make it work.

SUMMARY EVALUATION OF MY SITUATION:

SUGGESTIONS FOR IMPROVING MY SITUATION:

OBJECTIVES OF THE GUIDANCE DEPARTMENT

	Yes	No	Needs Change
1. Are the objectives of the guidance department clearly defined and stated in writing?	___	___	___
2. Is the staff aware of the objectives of the guidance department?	___	___	___
3. Is there a procedure for changing objectives when necessary?	___	___	___
4. Do the immediate and long range goals of students have top priority of guidance staff?	___	___	___
5. Do counselors help the students understand their environment?	___	___	___
6. Is the goal of the guidance department to locate the cause of problems as well as help on remedial situations?	___	___	___
7. Is counseling the main thrust of the guidance program?	___	___	___
8. Are methods of problem solving included as per objectives of the counseling program?	___	___	___

BASIC PRINCIPLES:

With the philosophy of the guidance department in mind, objectives should be worked out which reflect the uniqueness of the setting as well as the goals of the students, parents, staff and counselors. These should be constantly reviewed and updated.

SUMMARY EVALUATION OF MY SITUATION:

SUGGESTIONS FOR IMPROVING MY SITUATION:

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CURRENT ISSUES AND TRENDS

	Yes	No	Needs Change
1. Do you counsel students after they have left school, such as transfers, dropouts and returning veterans?	___	___	___
2. Are counselors available at times when working students, transfers, and veterans can see them?	___	___	___
3. Do you counsel students as to their rights and responsibilities with respect to military service?	___	___	___
4. Do you counsel students regarding drug abuse and other special problems? (see Chapter X)	___	___	___

BASIC PRINCIPLES:

1. The counseling program should be aware of ever-changing current trends as well as important issues in education and society today.

2. The counseling program should reflect these trends insofar as they have been proven valid and worthwhile.

SUMMARY EVALUATION OF MY SITUATION:

SUGGESTIONS FOR IMPROVING MY SITUATION:

SECRETARIAL STAFF

	Yes	No	Needs Change
1. Are you reaching an ultimate goal of a secretary for each two counselors?	___	___	___
2. Is there an adequate budget to run the office?	___	___	___
3. Does the secretary under your supervision maintain all student records of a counseling nature?	___	___	___

BASIC PRINCIPLES:

The counseling staff should have adequate secretarial assistance to free its members from clerical duties while keeping up with their responsibilities to maintain adequate files of student information. (See Chapter VI B. 6a & 6b)

SUMMARY EVALUATION OF MY SITUATION:

SUGGESTIONS FOR IMPROVING MY SITUATION:

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EVALUATION

	Yes	No	Needs Change
1. Does the department periodically evaluate itself?	___	___	___
2. Is the faculty asked for an evaluation of guidance services on a regular basis?	___	___	___
3. Is there a procedure to have parents and students evaluate guidance services?	___	___	___
4. Do you participate in preparing an annual report of the school's guidance program?	___	___	___
5. Do you conduct follow-up studies of students who have graduated or dropped out of school?	___	___	___

BASIC PRINCIPLES:

1. Evaluation is important so that the counseling program may remain continually relevant.
2. All of those involved in the program should participate regularly in departmental and personal evaluation.

SUMMARY EVALUATION OF MY SITUATION:

SUGGESTIONS FOR IMPROVING MY SITUATION:

CHAPTER V

PROFESSIONAL TRAINING OF COUNSELORS

	Yes	No	Needs Change
I. Indicate your educational status:			
A. Bachelor's degree, B.A. or B.S.	___	___	___
B. Master's degree, M.A. or M.S.	___	___	___
C. Sixth year program	___	___	___
D. Doctorate	___	___	___
II. Indicate approximate certification status:			
A. None	___	___	___
B. Working toward provisional	___	___	___
C. Provisional	___	___	___
D. Working toward permanent	___	___	___
E. Permanent	___	___	___
III. Indicate approximate certification status for teaching if required in your state:			
A. None	___	___	___
B. Working toward provisional	___	___	___
C. Provisional	___	___	___
D. Working toward permanent	___	___	___
E. Permanent	___	___	___
IV. Indicate status of teaching experience:			
A. None	___	___	___
B. 1-5 years	___	___	___
C. More than 5 years	___	___	___
V. Indicate status of other work experience in:			
A. Professional fields related to counseling	___	___	___
B. Non-related fields	___	___	___
VI. Indicate your professional training:			
A. Principles of guidance	___	___	___
B. Philosophic foundations of guidance	___	___	___
C. Group methods in guidance	___	___	___
D. Educational opportunities beyond secondary school	___	___	___
E. Occupational and career opportunities beyond secondary school	___	___	___
F. Methods of measurement and appraisal			
G. Techniques of individual and group counseling			

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	Yes	No	Needs Change
H. Thorough educational background in behavioral sciences	___	___	___
I. A course in educational law	___	___	___
J. Educational background related to the various ethnic and racial cultures in our society	___	___	___
K. Practices and/or internship in counseling	___	___	___
L. A course in the art of communication	___	___	___

BASIC PRINCIPLES:

1. Guidance and/or counseling is a profession and educational standards should be established accordingly so that students, parents and faculties will have reasonable confidence in the professional training of the counselors who serve them.

2. Counselors should be trained and prepared to deal with all segments of a diverse society.

3. Professional training pre-supposes training in education, humanities, behavioral sciences, physical, biological and social sciences. A counselor should possess the specific knowledge, the skills and the education necessary to be effective.

SUMMARY EVALUATION OF MY SITUATION:

SUGGESTIONS FOR IMPROVING MY SITUATION:

CHAPTER VI

ROLE AND FUNCTION OF THE COUNSELOR

	Yes	No	Needs Change
1. In counseling students do you as a counselor			
a. have an orientation program to assist students entering junior and senior high school?	___	___	___
b. assist each pupil to understand and accept himself as an individual, enabling him to develop and express an awareness of his own feelings, needs, values and ideas?	___	___	___
c. assist each pupil to develop greater ability for self-direction in a complex society in order to make decisions, to deal with and solve problems and to accept consequences for his decisions?	___	___	___
d. counsel each pupil concerning educational, personal and social problems that may be inhibiting ability to learn, to have self-understanding and personal growth?	___	___	___
e. counsel referred students with attendance problems?	___	___	___
f. assist and encourage each pupil to establish objectives and achieve realistic educational goals?	___	___	___
g. assist each pupil to relate abilities, aptitudes, and interest to current and future educational and occupational choices?	___	___	___
h. assist each pupil to select a course of study best suited to goals, aptitudes, abilities and interests, leaving as many options as possible?	___	___	___
i. assist pupils experiencing learning difficulties by			
1) conferring with teachers to assess individual's needs and progress?	___	___	___
2) arranging for extra help?	___	___	___
3) utilizing any other feasible plans tailored to specific pupil's needs?	___	___	___

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	Yes	No	Needs Change
j. work with parents when necessary to help pupils solve their problems?	___	___	___
k. assist pupils in career planning?	___	___	___
l. assist pupils with post high school educational and career placement?	___	___	___
m. assist pupils to improve personal and social awareness and relationships?	___	___	___
n. assist those pupils who may have disciplinary problems?	___	___	___
o. assist pupils and parents in making plans and application for financial aid for further training or education?	___	___	___
p. assist pupils after they have left high school?	___	___	___
q. provide pupils with information about employment centers and procedures for obtaining employment?	___	___	___
r. send transcripts to institutions of higher learning and/or prospective employers?	___	___	___
s. write evaluations for pupils to colleges and prospective employers?	___	___	___
t. assist those pupils who need specialized help by making necessary referrals?	___	___	___
u. conduct group counseling sessions with:			
1) pupils	___	___	___
2) faculty	___	___	___
3) parents	___	___	___

BASIC PRINCIPLES:

1. A fundamental tenet in counseling should be the recognition of each student as an unique individual in a complex society with an accelerating rate of change. A counselor with sensitivity towards others must believe in the intrinsic worth of every individual and his right to be accepted as a human being regardless of inherent characteristics, beliefs, nature and results of behavior and/or level of ability.

2. The prime concern should be with the counselee as a complete person and his right to individual self-development, self-fulfillment, and achievement with a sense of worthiness. There should be an acceptance of responsibility by the counselor, to assist each person with all phases of his developmental needs and problems. Counselees are helped to understand the meaning of freedom to choose and responsibility it entails.

3. Special effort should be made to recognize and to develop each child's strengths, self-direction and self-control by assisting him to overcome limitations and allowing him to assume responsibility for his own decisions.

4. The counselor's commitment should be to help the counselee develop his maximum potential and to increase his self-reliance educationally, personally, socially, psychologically and physiologically.

SUMMARY EVALUATION OF MY SITUATION:

SUGGESTIONS FOR IMPROVING MY SITUATION:

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	Yes	No	Needs Change
2. In planning a standardized testing program, do you as a counselor			
a. participate in developing a sequential testing program suitable to the needs of your particular school?	___	___	___
b. become knowledgeable and help to coordinate a sequential testing program with junior high, elementary schools or school systems so as to produce the most reliable, effective and useful data?	___	___	___
c. state in writing			
1) the objectives for your school which the test is designed to meet?	___	___	___
2) note the type of norms?	___	___	___
3) indicate how it can contribute to guidance program and services?	___	___	___
d. plan a group testing program to appraise			
1) intelligence	___	___	___
2) aptitude	___	___	___
3) achievement	___	___	___
4) interests	___	___	___
5) other tests	___	___	___
e. prepare profile of test results?	___	___	___
f. correlate test results with objectives?	___	___	___
g. interpret test results to			
1) students	___	___	___
2) parents	___	___	___
3) staff	___	___	___
h. help members of staff who do not have adequate test information?	___	___	___
i. help identify exceptional students?	___	___	___
j. make recommendations to teachers based on test results to aid them in their work with pupils?	___	___	___
k. recommend programs for pupils with special needs?	___	___	___
l. administer individual tests when needed or make referrals for individual testing?	___	___	___

	Yes	No	Needs Change
m. develop local norms?	___	___	___
n. record results on permanent record file or card?	___	___	___
o. conduct research studies on local level?	___	___	___
p. coordinate the administration and use of tests			
1) order, distribute, collect tests, collect test fees	___	___	___
2) administer	___	___	___
3) organize test schedule	___	___	___
4) arrange for proctor	___	___	___
5) plan test program	___	___	___
6) transmit test results to teachers, colleges, other	___	___	___

BASIC PRINCIPLE:

1. School counselors normally are involved in some or all phases of the school testing program. Frequently they are considered to have the greatest overall knowledge of tests, their purposes, limitations, validity, reliability and how they are used. The counselor's knowledge of basic statistics enables him to do the necessary research studies.

2. Some of the most important functions of the counselor in this area are test interpretation to parents and pupils, interpretive use of test results, evaluation of test data and a compilation of the results.

3. It is also necessary to relate the tests to the school program, to the guidance program and to identify curricular strengths and weaknesses. The counselor should help to plan and implement necessary changes.

SUMMARY EVALUATION OF MY SITUATION:

SUGGESTIONS FOR IMPROVING MY SITUATION:

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	Yes	No	Needs Change
3. When working in a consultative capacity, do you as a counselor			
a. interpret test results to all facets of the school community?	___	___	___
b. identify and help plan for exceptional children?	___	___	___
c. help parents and students accept referrals and utilize community resources?	___	___	___
d. assist teachers in securing and interpreting information on pupils?	___	___	___
e. assist teachers to relate their subject matter to career information?	___	___	___
f. make special arrangements with teachers for pupils who are absent with illness or have physical handicaps?	___	___	___
g. arrange for home-bound instruction?	___	___	___
h. serve as liaison with resource people, specialists and outside agencies?	___	___	___
i. help to coordinate visits to business, industry and institutions of higher learning?	___	___	___
j. arrange for parental conferences with teachers and/or administration?			
k. consult with administration on curriculum offerings to meet abilities, needs and interests of students?	___	___	___

BASIC PRINCIPLES:

1. Cooperation and teamwork with teachers, administrators and other specialists is essential in a joint attempt to alleviate pupil difficulties and to help the young person reach his goals.

2. The counselor should work to correlate efforts and to make the contact with resource people and agencies in and out of school which can contribute assistance to progress of student as need is indicated.

SUMMARY EVALUATION OF MY SITUATION:

SUGGESTIONS FOR IMPROVING MY SITUATION:

	Yes	No	Needs Change
4. In making referrals, do you as a counselor			
a. identify pupils whose needs indicate the necessity for assistance from other sources?	—	—	—
b. assist parents of pupils in need of services to be aware of and to accept referral to specialists or community agencies?	—	—	—
c. make necessary referrals to community agencies?	—	—	—
d. assist parents to make effective use of referral resources?	—	—	—
e. work out a system of referral procedures for teachers?	—	—	—
f. develop and make available a list of community referral agencies?	—	—	—

BASIC PRINCIPLES:

1. In order to properly meet the needs of certain students and assist them with special problems which may be adversely affecting school achievement, the counselor should make referrals to resource people or organizations such as health specialists, psychologists, psychiatrists, social workers, welfare agencies, juvenile courts, clergy and any others who can give the necessary service.

2. The counselor should maintain a close working relationship with referral person.

SUMMARY EVALUATION OF MY SITUATION:

SUGGESTIONS FOR IMPROVING MY SITUATION:

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	Yes	No	Needs Change
5. In research endeavors, do you as a counselor			
a. participate in preparing an annual report for			
1) school administrators?	___	___	___
2) board of education?	___	___	___
3) community?	___	___	___
b. participate in annual evaluation of your guidance program and services?	___	___	___
c. assist in or conduct research to promote more effective guidance services and programs for student needs?	___	___	___
d. assist in or conduct research activities to determine changes in characteristics of school population?	___	___	___
e. conduct follow-up studies for pupils who have			
1) entered some form of higher education?	___	___	___
2) entered business or industry?	___	___	___
3) traveled or taken a year off from school or work?	___	___	___
4) dropped out of high school?	___	___	___
f. obtain written reactions of pupils, parents and staff to guidance services and programs?	___	___	___
6. Prepare a budget which adequately supports your guidance services?	___	___	___

BASIC PRINCIPLE:

Continuous, systematic operational research is essential to determine the degree to which the guidance program meets the desired outcomes, to gain knowledge of present strengths and weaknesses of the curriculum and to improve guidance services wherever possible.

SUMMARY EVALUATION OF MY SITUATION:

SUGGESTIONS FOR IMPROVING MY SITUATION:

	Yes	No	Needs Change
7. In performing your counseling services and related activities, do you as a counselor			
a. spend the preponderance of your time in counseling?	___	___	___
b. coordinate and/or supervise the accumulation of meaningful information concerning pupils by			
1) supervising maintenance of academic records?	___	___	___
2) writing up conferences with parents, pupils and/or teachers?			
3) supervising and recording of standardized test scores?	___	___	___
4) requesting student description forms and anecdotal records from faculty?	___	___	___
5) gathering information on personal data forms?	___	___	___
6) obtaining rating scales and inventories?	___	___	___
7) preparing transcripts?	___	___	___
8) writing evaluations?	___	___	___
c. coordinate the collection and organization of confidential pupil data files?	___	___	___
d. interpret pupil information to pupils, parents, faculty, administrators and others professionally concerned?	___	___	___
e. register and schedule new entrants?	___	___	___
f. collect, disseminate and maintain up-to-date information and files on			
1) school curricular offerings?	___	___	___
2) extra-curricular programs?	___	___	___
3) career information?	___	___	___
4) opportunities for further training and education?	___	___	___
5) special education schools?	___	___	___
6) summer educational programs?	___	___	___
7) summer work opportunities?	___	___	___
8) foreign travel and study opportunities?	___	___	___
9) scholarship opportunities?	___	___	___
10) course descriptions in each subject?	___	___	___
g. maintain in the guidance office and help the librarian to maintain a good range of up-to-date career materials?	___	___	___

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	Yes	No	Needs Change
h. hold group guidance meetings with			
1) pupils	___	___	___
2) parents?	___	___	___
3) others?	___	___	___
i. write or assist with publications			
1) guidance newsletter to parents			
a) monthly?	___	___	___
b) quarterly?	___	___	___
c) other?	___	___	___
2) guidance handbook	___	___	___
3) annual school profile and preparation of senior class for colleges?	___	___	___
j. perform other duties necessary to insure effective operation of guidance program by			
1) conferring with administrators and faculty about curriculum offerings to meet needs, interests and abilities of pupils?	___	___	___
2) serving on curriculum committee?	___	___	___
3) serving on school guidance committee?	___	___	___
4) making up visitation schedule for college admissions representatives and prospective employers to come to school and interview pupils?	___	___	___
5) conferring with college admissions representatives and prospective employers?	___	___	___
6) making (or assisting with) arrangements for career day?	___	___	___
7) working on course selection and programming for counselees?	___	___	___
8) checking eligibility for graduation and compiling list of graduates?	___	___	___
9) submitting periodic counseling reports to administration?	___	___	___
10) attending guidance, faculty and other professional meetings?	___	___	___
k. do placement work?	___	___	___
l. participate in public relations programs?	___	___	___
m. prepare an annual budget for yourself?	___	___	___
n. cooperate in planning a departmental budget?	___	___	___

	Yes	No	Needs Change
o. conduct research on			
1) evaluation of guidance program and services?	___	___	___
2) follow-up studies?	___	___	___
3) studies on relationship of ability and achievement?	___	___	___
4) characteristics and needs of pupils?	___	___	___
5) local and national occupational trends?	___	___	___
p. make yourself available, if requested, to faculty for personal counseling?	___	___	___

BASIC PRINCIPLE:

The counselor should be consulted in the definition of his/her role in regard to ancillary administrative tasks.

SUMMARY EVALUATION OF MY SITUATION:

SUGGESTIONS FOR IMPROVING MY SITUATION:

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CHAPTER VII

PROFESSIONAL RESPONSIBILITIES

	Yes	No	Needs Change
In the maintenance of continual personal growth and development professionally.			
1. In your responsibility within your institution, do you as a counselor			
a. meet the stated requirements and standards of preparation and competence?	___	___	___
b. participate, instigate and/or assist in planning in-service training programs?	___	___	___
c. do research to contribute to professional and personal growth as well as to evaluate professional effectiveness?	___	___	___
d. participate in developing policies concerning guidance?	___	___	___
e. prepare articles for school, community or other publications?	___	___	___
f. provide updated educational and occupational materials for pupils?	___	___	___
g. insure that under no circumstances do you conduct group encounter or sensitivity sessions unless you have requisite professional training?	___	___	___
h. assist in assessing accountability?	___	___	___
i. become accountable for taking appropriate action to eliminate unprofessional and/or unethical practices?	___	___	___
2. In your responsibilities outside your institution, do you as a counselor			
a. keep abreast of developments in your profession?	___	___	___
b. maintain active membership in professional guidance organizations on a national, state and regional level?	___	___	___
c. participate actively in local, state and national professional associations?	___	___	___

	Yes	No	Needs Change
d. take graduate courses regularly in order to update and improve your techniques?	___	___	___
e. assist in preparing programs for local meetings, radio, TV or other media?	___	___	___
f. visit business, industry and trade councils in the community and adjacent areas?	___	___	___
g. visit institutions of higher learning?	___	___	___
h. become accountable for taking appropriate action to eliminate unprofessional and/ or unethical practices?	___	___	___

BASIC PRINCIPLE:

As in any profession it should be incumbent upon the individual not only to remain abreast of trends in his field but to be continually sensitive to the needs of his students and to the best the profession has to offer in techniques and knowledge of procedures.

SUMMARY EVALUATION OF MY SITUATION:

SUGGESTIONS FOR IMPROVING MY SITUATION:

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CHAPTER VIII

CONFIDENTIALITY

POLICY

	Yes	No	Needs Change
1. Does the guidance department have a clear and well-defined policy regarding confidentiality?	___	___	___
2. Does the policy reflect a concern for the best interest of the student?	___	___	___
3. Does the policy foster the relationship of trust between the counselor and counselee?	___	___	___
between the counselor and parent?	___	___	___
4. Is there a written policy covering the counselor-counselee relationship regarding maintenance of student records and release of student information officially sanctioned by the board of education?	___	___	___
5. Are all members of the staff involved in the making of this policy?	___	___	___
6. Has such a policy been communicated to and clarified with the total school staff?	___	___	___
7. Has such a policy been communicated to and clarified with out-of-school agencies?	___	___	___
8. Has such a policy been communicated to and clarified with post-secondary institutions?	___	___	___
9. Is the policy in accordance with state law and directives of the State Department of Education?	___	___	___

COUNSELOR RESPONSIBILITY

1. Does the counselor, by his actions and attitude with the student, foster a relationship of trust and confidence?	___	___	___
2. Is the counselor sufficiently knowledgeable to determine whether a student's problem can be handled within the context of confidentiality?	___	___	___

	Yes	No	Needs Change
3. Does the counselor have knowledge of and put into effect the necessary safeguards when dealing with privileged communication?	___	___	___
4. Does the counselor assume the affirmative duty of placing a priority of maintaining a confidential relationship with the counselee?	___	___	___
5. When dealing with confidential information, does the counselor assume the obligation of promoting the welfare of the counselee?	___	___	___
6. Does the counselor treat in confidence intimate information, the nature of which can be handled within the context of confidentiality?	___	___	___
7. Does the counselor use discretion in oral and written communication regarding the counselee with staff, administration, out-of-school agencies and community?	___	___	___
8. Does the counselor exercise discretion and maintain good faith regarding entries made and records kept on counselees?	___	___	___
9. Does the counselor manifest professionalism with regard to letters of reference and written evaluations to out-of-school agencies and post-secondary institutions?	___	___	___
10. Does the counselor maintain a student's file in such a manner that only those with a legitimate interest have access to the information contained therein?	___	___	___
11. Does the counselor, in the exercise of his professional duties, protect the personal privacy of the student?	___	___	___
12. Does the counselor maintain a student's file keeping in mind that some types of private information does not belong therein?	___	___	___

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LEGAL IMPLICATIONS

	Yes	No	Needs Change
1. Do you as a counselor have knowledge of and familiarity with the laws of the state regarding confidentiality?	___	___	___
2. Are you familiar with the law and State Education Department directives concerning release and/or misuse of pupil personnel information?	___	___	___
3. Are you as a counselor familiar with the legal definition of "good faith" when dealing with information of a confidential nature?	___	___	___
4. Do you as a counselor have a general knowledge of the law regarding libel, slander, and defamation of character?	___	___	___
5. Are you as counselor familiar with the state law and State Education Department directives regarding the parents' right to inspect a child's records?	___	___	___
6. Are you as a counselor familiar with federal law which affects the change in status of a student's file once he becomes 18?	___	___	___
7. Are you as a counselor clear on the definition of privileged communication and their status in this regard as it pertains to state law?	___	___	___
8. Are you as a counselor familiar with what information must be given to local and federal officials?	___	___	___
9. Are you as a counselor professionally active in establishing or changing legislation to enhance the counselor-counselee relationship regarding confidentiality?	___	___	___
10. Are you as a counselor aware of the rights of the student in regard to search and seizure?	___	___	___

BASIC PRINCIPLES:

1. Essential elements of an effective relationship between counselor and counselee are confidence and trust.

2. A student and parent must feel free to confide in a counseling relationship with the assurance of confidentiality.

3. All information pertaining to a student must be handled in good faith, with discretion, and in accordance with state law and the State Education Department directives.

4. In all counselor-counselee relationships, any information derived therefrom must be handled in the best interest of the student.

SUMMARY EVALUATION OF MY SITUATION:

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CHAPTER IX

SPECIAL CONCERNS RELATED TO THE COUNSELING OF MINORITY STUDENTS

COUNSELING STAFF AND POLICY

	Yes	No	Needs Change
1. Does the counseling staff reflect a true representation of minorities in terms of personnel?	___	___	___
2. Is there a sincere concern for those minority students who present special problems related to language, low socio-economic background and cultural differences?	___	___	___
3. Is the counseling staff trained to deal with subcultural manifestations of blacks, Chicanos, Native Americans, Orientals, or other minority groups?	___	___	___
4. Is there an in-service program familiarizing the counseling staff with the cultural values, mores and patterns of minority cultures?	___	___	___
5. Is the concept of a respect for difference, based upon a standard of equality, a standing procedure for the counseling staff regarding minority students?	___	___	___
6. Does the guidance program contribute to and foster a positive self-image and self-concept on the part of the minority student?	___	___	___

TESTING

1. Is the testing policy and procedure equitable for minority students?	___	___	___
2. Are tests selected so as to provide a true measure of potential, free from cultural bias as much as possible?	___	___	___
3. Are test dates interpreted so as to provide equity in their application to minority groups?	___	___	___
4. Are the criteria, inclusive of tests equitable in regard to tracking and ability grouping as it relates to minority students?	___	___	___
5. Have alternatives to testing been explored for purposes of placement of minority students?	___	___	___

CURRICULUM

	Yes	No	Needs Change
1. Do counselors participate in and contribute to curriculum committees relating to the needs of minority students?	___	___	___
2. Are counselors trained to handle the special problems of ESL (English as a Second Language) students?	___	___	___
3. Is there a disproportionate number of minority students in the lower ability groups based upon guidance policies?	___	___	___
4. Is there a clear policy regarding homogeneous and heterogeneous grouping which reflects equitable treatment of minority groups?	___	___	___

PARENTAL INVOLVEMENT

1. Is there a program specifically designed to encourage parental involvement of minority students in the guidance process?	___	___	___
2. Is there a concerted effort to inform minority parents of the counselor's role in the lives of their children?	___	___	___
3. Are counselors available to meet with working parents of minority students at their convenience?	___	___	___

POST-SECONDARY COUNSELING

1. Does the guidance program allow for a free range of vocational and college oriented choice of programs for minority students?	___	___	___
2. Is the program of career counseling free from stereotypes regarding the aspirations of minority students?	___	___	___
3. Does the post-secondary counseling program provide for proper and effective orientation of minority students for further education?	___	___	___

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	Yes	No	Needs Change
4. Is the counseling staff familiar with the programs and opportunities for black students at black colleges as well as predominately white colleges?	___	___	___
5. Is the counseling staff familiar with special admissions programs for all minorities at state-supported and private post-secondary institutions?	___	___	___
6. Does the college counseling program ascertain the extent to which there is follow-up concerning the adjustment of minority students on campus with regard to special admissions programs?	___	___	___
7. Is the counseling staff knowledgeable in the area of financial aid specifically related to minority students?	___	___	___
8. Is there an orientation for parents of minority students regarding financial aid available and how to obtain it?	___	___	___
9. Is there an orientation for filling out the Parents' Confidential Statement and/or other necessary forms for financial aid?	___	___	___
10. Are minority students encouraged to pursue post-secondary education?	___	___	___

INTEGRATION

	Yes	No	Needs Change
1. Does your school system aid the guidance program and counseling staff in adhering to and reflecting the concept of racial desegregation in accordance with the Brown decision?	___	___	___
2. If busing is a necessity for purposes of integration, is provision made for counselors to work in the community from which the students are bused?	___	___	___
3. Does the guidance program reach out to the Asian-American, black, Chicano and Native American student to assure that he is given an equal educational opportunity?	___	___	___

BASIC PRINCIPLES:

1. All students are entitled to an equal educational opportunity.
2. Counseling is an important segment of the educational process and must service all students equitably.
3. Counselors should perform their duties with respect for differences and an understanding of different cultural backgrounds.
4. Based upon documented historical evidence of racial segregation and unequal educational opportunity, there are special concerns related to the counseling of minority students.

SUMMARY EVALUATION OF MY SITUATION:

SUGGESTIONS FOR IMPROVING MY SITUATION:

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CHAPTER X

COUNSELING OF STUDENTS WITH SPECIAL PROBLEMS

	Yes	No	Needs Change
1. Are you as a counselor committed to the student's best interest in dealing with special problems? Is your institution?	___	___	___
2. Does your system allow a student to progress and mature at his or her own rate?	___	___	___
3. Does your system allow a student flexibility enough to cope with any pressures to which he may be exposed and still remain in school?	___	___	___
4. Does your guidance program help the student to an understanding and acceptance of individual differences in people?	___	___	___
5. Is your counseling geared toward meeting individual differences and/or problems in a personalized manner?	___	___	___
6. Does your institution have clearly defined written statements of its policies on:			
a. cheating?	___	___	___
b. stealing?	___	___	___
c. vandalism?	___	___	___
d. use of drugs?	___	___	___
e. use of alcohol?	___	___	___
f. birth control, pregnancy and abortion?	___	___	___
g. police arrests on any count?	___	___	___
h. other problems special to your institution or area?	___	___	___
7. In addition to the above are you prepared to deal with or do you know to whom to refer to deal with:			
a. mental and emotional problems?	___	___	___
b. problems resulting from broken homes?	___	___	___
c. poverty problems?	___	___	___
d. minority problems (see Chapter IX)?	___	___	___
e. faculty-student relationships?	___	___	___
f. unrealistic aspiration problems?	___	___	___
g. problems resulting from physical incapacities or accidents?	___	___	___
h. problems created by unrealistic approach to others?	___	___	___

	Yes	No	Needs Change
8. Are you or are other people on your staff or in your community equipped to deal with such problems?	___	___	___
9. Are you as a counselor part of the decision-making process of your institution in dealing with punitive measures?	___	___	___
Should you be?	___	___	___
10. Does your guidance staff include specialists (in various areas) to whose expertise you can take advantage?	___	___	___
11. If not, are you knowledgeable about and do you utilize the specialists in various problem areas in your community to whom you can refer the students and/or the parents?	___	___	___
12. In dealing with problems are you and your student adequately protected by a confidentiality policy whenever it is necessary? (See Chapter VIII)	___	___	___
13. Do you have appropriate methods of reporting students' problems to teachers that may be pertinent to their work with the student?	___	___	___

BASIC PRINCIPLE:

A counselor should at all times provide that complete and indispensable support to the development of a full person in the student no matter what his problems may be and should either be personally trained in handling said problems or know to whom the school or the community to refer the student for more intensive help.

SUMMARY EVALUATION OF MY SITUATION:

SUGGESTIONS FOR IMPROVING MY SITUATION:

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